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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School: McArthur High School** | | | | **School Year: 2018-2019** | |
| **Principal: Mr. Todd J. LaPace** | | | |  | |
| **Cadre Director: Mr. Mike Ramirez** | | | | | |
| **School Mission: The mission of McArthur High School is to ensure an optimum teaching and learning environment which enables students to become physically, intellectually, socially, and emotionally strong. The curriculum provides experiences that allow students to develop competencies in preparation for accepting the responsibilities and challenges of adults in a changing society.** | | | | | |
| **School Vision:**  **We are going to improve every day and not going to settle for mediocrity. We are going to strive to be a leader. Yes, we are going to succeed. Because we are McArthur. Remember, it’s a great day to be a Mustang!** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Dr. Susan Robinson SEL Coordinator** | | | | | |
| **Name: Ms. Joann Ruiz AP over PASL** | | | | | |
| **Name: Mr. James Elder AP over Behavior** | | | | | |
| **Name: Ms. Sarah Lazarre School Social Worker** | | | | | |
| **Name: Ms. Nicole McCord Dawson Reading Teacher** | | | | | |
| **Name: Ms. Chantal Morhaim Guidance Director** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Reactive Team – Consists of AP over behavior/discipline, Behavior Specialist, and Security Staff**  **2. Proactive Team – Consists of AP over SEL, School Counselors, School Social Worker, and School Psychologist**  **3. SEL Data Reports – Reports generated every three weeks and given to grade level AP and grade level Counselors to follow up**  **4. Proactive Documentation Process – PDOC – Early identification warning indication documents which are followed up by grade level Counselors, grade level APs, School Social Worker, School Psychologist, and Behavior Specialist**  **5. PASL – Personalization and Social Emotional Learning program**  **6. Various clubs, sports, and extracurricular activities – McArthur has various clubs and organizations to connect students**  **7. YMCA – 21st Century afterschool program – Credit recovery, academic support, and various group activities which take place afterschool** | | | | | |
| **Broward SEL Standards Instructional Implementation** | | | | | |
| ***Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.*** | | | | | |
| **How does your school explicitly teach and/or integrate the Broward County Public Schools Social and Emotional Learning Standards in the school and the classroom to ensure students are developing social and emotional skills?**  **Character qualities and SEL concepts, which include the 5 core components from CASEL, are embedded throughout the curriculum. Teachers are given SEL support materials and curriculum ideas to use throughout the Personalization Periods, as well as core classes, on a regular basis that align to the monthly trait. Counselors and Social Worker reinforce these character traits during the counseling sessions. Referrals are written by faculty to identify students who are in need of early intervention strategies relating to social emotional topics, attendance issues, behavioral concerns, and academic struggles. Entire campus has a sensitivity to SEL issues and concerns and faculty and staff members who identify a SEL need seek immediate intervention from the SEL Coordinator, Guidance Counselor, Social Worker, grade level Assistant Principal, or Behavior Specialist.** | | | | | |
| |  |  | | --- | --- | | **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** | | |  | | | **A. Identify and manage one’s emotions and behavior.** | **Strategies: School Counselors meet with students regularly through one on one counseling, assemblies, and through Personalization Periods.**  **Taboo time is allotted from the Principal, so the Counselors time is protected to see students.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Various clubs, sports, and extra-curricular activities provide support and socialization for students. Outside organizations such as the YMCA and Outward Bound partner with students to provide added support.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Multiple push in and pull out programs to support student achievement, school wide Positive Behavior Plan enforces school vision and direction, PASL program assists students in 9th and 10th grade set goals and achieve academic success.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: School Counselors, Behavior Specialist and School Social Worker counsel with students to help them evaluate choices and reflect on personal social emotional development.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Personalization Periods, clubs, sports and various activities connect students and allow for them to interact on a social level.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Grade level assemblies, Counselors going in to the Personalization Periods, and one on one teaching using SEL strategies.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Counseling and mediation appointments allow for students, as well as adults, to hear and examine different points of view in conflict resolution.** | | **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*** | | |  | | | **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: Various clubs, sports and afterschool events promote social responsibility. Outreach programs provide support to our students as well as others in the community. Our multicultural population allows for various students to work together on activities and community events.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Our SGA has partnered with the Sandy Hook Promise initiative to provide opportunities for students to reach out to other students with “Start with Hello”. Another club, No One Sits Alone, has also incorporated the Sandy Hook Promise initiative while they implement their plan for students during lunch times. Best Buddies work with and partner students with special needs.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: All our clubs, sports, and afterschool activities partner together with our faculty and staff to create a culture of personalization and caring. The whole child approach is used in all areas of instruction, counseling, and extracurricular activities.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **McArthur High School prioritizes a “Whole Child” educational process. Our Proactive and Reactive teams work together to ensure a comprehensive approach to social emotional learning. Our Proactive Documentation (PDOC) structure allows faculty and staff to execute an early identification warning indication system which engages our ‘Triage Team” (SEL Administrator, grade level AP, grade level Counselor, School Social Worker, AP over discipline, Behavioral Specialist, and teacher involved) to evaluate students with social emotional needs early on. This format generates early identification in the event immediate intervention is needed.** | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| **Continual Professional Development through trainings and supplemental materials provided throughout the year.** | **Ms. Joann Ruiz**  **Dr. Susan Robinson** | **Trainings**  **Articles**  **Outside sources** | **Professional Development calendar** | | **Ongoing from year to year** |
| **Updates provided on Proactive Documentation data** | **Dr. Susan Robinson**  **Ms. Sarah Lazarre** | **Basis, Terms, and Pinnacle** | **Faculty Meetings** | | **Ongoing throughout the year.** |
| **Updates on PASL Data** | **Ms. Joann Ruiz** | **Basis, Terms, and Pinnacle** | **PASL quarterly meetings** | | **June 2019** |
| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are the indicators of success?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| **Attendance Data/Reports** | **Mr. James Elder** | **Basis, Terms & Pinnacle** | **Decrease in number of students with chronic absences** | | **Every three weeks** |
| **Grade Reports** | **Dr. Susan Robinson** | **Basis, Terms & Pinnacle** | **Increase in student achievement, graduation rate, and student GPAs** | | **Every three weeks** |
| **PASL Data Reports** | **Ms. Joann Ruiz** | **Basis, Terms & Pinnacle** | **Increase in 9th grade PASL student’s attendance, club activity, and GPA. Decrease in 9th grade PASL student’s discipline referrals.** | | **Quarterly** |
| **Behavioral Data/Reports** | **Mr. James Elder** | **Basis, Terms & Pinnacle** | **Decrease in number of discipline referrals.** | | **Every three weeks** |